C.A.P.T.A.I.N.
California Autism Professional Training and Information Network

Autism Grows Up:

2014 Summit

Here Comes the Tidal Wave!!!
Based on 2012 CDE Data

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3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22

What Does This Mean?
Prepare for THE WAVE or…….

Challenges Facing College Students & Workers With ASD

- Social and Relationship Skills
- Organization and Time Management
- Regulating Emotions and Stress
  – Mental Health and Related Issues
- Self Advocacy/Effective Communication
- Independent Living/Working Skills
- Lack of services tailored to the needs of people with average to above average IQ
- Lack of inclusive options at college and in work

What Can Be Done To Best Prepare Youth with ASD for Their Roles in the Adult World?

- Teach Self Advocacy
- Use Evidence Based Practices
- Inform and Prepare Those Who Support Adults

Self Advocacy: The awareness of and ability to express ones wants and needs

Self Awareness, Self Disclosure and Requesting Reasonable Accommodations

Asking for Help and Clarification

Rejecting/Protesting Appropriately

Requesting Wants and Needs

(PECS)

Students Can Learn and Practice Self Advocacy by Participating in the IEP/ISP

Five levels of participation (Source: Transition Coalition):

- Input provided indirectly based on a questionnaire or survey

- Passive observer (in the room, avoids the conversation)

- Reluctant participant (responds to direct questions)

- Self-advocate (practices self-advocacy skills).

- Leader (demonstrates leadership skills in the IEP/ISP)

2014 NPDC – ASD Evidence Based Practices Chart

2014 NPDC – ASD Evidence Based Practices Chart

Established Treatments for Older Individuals with ASD (NSP)

TREATMENT	AGES
Antecedent Package	10-14, 15-18
Behavioral Package	10-14, 15-18, 19-21
Comprehensive Behavioral Treatment for Young Children	Up to age 9
Joint Attention Intervention	Up to age 5
Modeling	10-14, 15-18
Naturalistic Teaching Strategies	Up to age 9
Peer Training Package	10-14
Pivotal Response Treatment	Up to age 9
Schedules	10-14, 15-18
Self-management	10-14
Story-based Intervention Package	10-14

Where Else Can We Find EBPs for Transition?
National Secondary Transition Technical Assistance
Center (NSTTAC)

http://www.nsttac.org

National Secondary Transition Technical Assistance Center   Search

nsttac

About NSTTAC Newsletter Transition Assessment Guide Lesson Plans Predictors Indicator 13 Summary of Performance National Resource Map Website Feedback
Legal Requirements | Evidence Based Practices | Capacity Building | NSTTAC Products | Post-secondary Resources
Students & Families

NSTTAC Events: Calendar|Mid-year Planning Institute| Change Text Size: A Restore A   Visitors: 167,388

About Us

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* Knowledge Generation Expert Panel
* Capacity Building Expert Panel
* Dissemination Expert Panel
* Monthly Reports

Size: A Restore A

About NSTTAC

NSTTAC is a national Technical Assistance and Dissemination center funded from January 1, 2006 through December 31, 2010 by the U.S. Department of Educations Office of Special Education Programs (OSEP) (Award #H326J050004).

The National Secondary Transition Technical Assistance Center (NSTTAC) is directed and staffed by the Special Education Program at the University of North Carolina at Charlotte, in partnership with the Special Education Programs at Western Michigan University and Appalachian State University. In order to ensure full implementation of IDEA and help youth with disabilities and their families achieve desired post-school outcomes, NSTTAC will help states build capacity to support and improve transition planning, services, and outcomes for youth with disabilities and disseminate information and provide technical assistance on scientifically-based research practices with an emphasis on building and sustaining state-
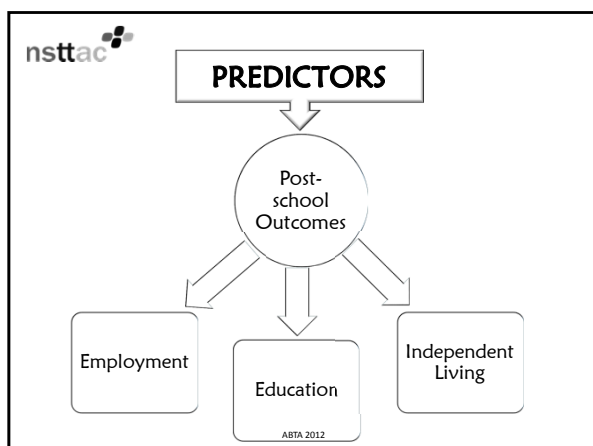

Evidence-Based Practices
- Have used rigorous research designs
- Have demonstrated a record of success for improving student outcomes
- **Have undergone systematic review process using quality indicators to evaluate level of evidence**

Research-Based Practices
- Have used *rigorous research designs*
- Have demonstrated a record of success for improving student outcomes

Promising Practices
- *Developed based on research*
- *Have demonstrated limited success for effectiveness*
- Have used **a 'weak' research design**

Unestablished Practices
- Are not based on research
- No data have been collected
- Based on Anecdotal evidence and professional judgment exists

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(Helsel, Hitchcock, Miller, Malinow, & Murray, 2006; Lembke & Stormont, 2005; Twyman & Sota, 2008)

Secondary Transition:
Evidence-Based Practices

☐ Student-Focused Planning. This category includes practices in the areas of IEP development, student participation in planning, and planning strategies.

☐ Student Development. This category includes strategies in the areas of life skills instruction, career and vocational curricula, structured work experience, assessment, and support services.

☐ Family Involvement. This category includes practices in family training, family involvement, and family empowerment

☐ Program Structure. This category includes practices in program philosophy, policy and evaluation, strategic planning, resource allocation, and human resource development.

nsttac

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PREDICTORS

Post-school Outcomes

Employment

Education

Independent Living

ABTA 2012

In-School Predictors by Post-School Outcome Area

Predictors/Outcomes	Education	Employment	Independent Living
•Career Awareness	X	X	
•Community Experiences		X	
•Exit Exam Requirements/High School Diploma Status		X	
•Inclusion in General Education	X	X	X
•Interagency Collaboration	X	X	
•Occupational Courses	X	X	
•Paid Employment/Work Experience	X	X	X
•Parental Involvement		X	

IDEAs that Work

In-School Predictors by Post-School Outcome Area

IDEAs that Work

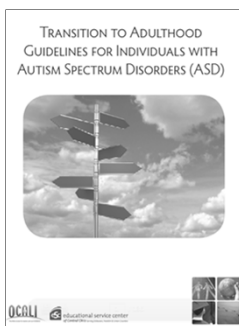| Predictors/Outcomes	Education	Employment	Independent Living
•Program of Study		X	
•Self-Advocacy/Self-Determination	X	X	
•Self-Care/Independent Living	X	X	X
•Social Skills	X	X	
•Student Support	X	X	X
•Transition Program	X	X	
•Vocational Education	X	X	
•Work Study		X	

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CAPTAIN Cadre Can….

- Insure providers are using EBPs across the age levels
  - Provide parents opportunities for training beyond early intervention
  - Focus ASD Awareness and EBP training efforts on MS/HS teachers
  - Address independent living/self care and self advocacy from the beginning!
  - Train adult vendors/providers on EBPs
- Involve the person in their planning process
  - Use PERSON CENTERED approach
- Help families navigate and prepare for the changes in service providers/systems and entitlements
- Coordinate and collaborate across agencies at the CRITICAL transition period between ages 14 - 22

Additional Transition Resources for Students with ASD

TRANSITION TO ADULTHOOD
GUIDELINES FOR INDIVIDUALS WITH
AUTISM SPECTRUM DISORDERS (ASD)

OCALI educational service center

www.ocali.org/project/transition_guidelines

http://www.autismspeaks.org/family-services/tool-kits/transition-tool-kit

Autism Speaks™
FAMILY SERVICES
Transition Tool Kit

Helping Secondary Teachers Get to Know Autism

ORGANIZATION FOR AUTISM RESEARCH

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Resources
Understanding Autism: A Guide for Secondary School Teachers DVD

The DVD, a key component of the "Autism in the Schoolhouse" initiative, is designed to provide general education teachers with strategies for supporting their middle and high school students with autism. For more information, please read the March 2013 press release.

It was produced by the Organization for Autism Research (OAR) in collaboration with Fairfax County (VA) Public Schools, and made possible by grants from the American Legion Child Welfare Foundation and the Doug Flutie Jr. Foundation for Autism.

Segment One: Characteristics (18:34)

At the end of this segment, viewers will be able to:

(1) Describe how autism impacts learners

(2) Indicate how the characteristics of autism impacts individuals in a school setting

(3) Understand that autism manifests itself differently in individual learners

Segment Two: Integrating Supports in the Classroom (15:28)

http://www.researchautism.org/resources/teachersdvd.asp

Save the Date:
February 10-12, 2015
Town and Country Hotel
San Diego, CA

Registration Information will be posted at www.catransitionalliance.org

Join the CA Transition Alliance & the Secondary Transition Community of Practice

Bridge to the Future II

Conference Themes
Transition to postsecondary education
Transition to employment
Achieve Integrated Competitive Employment
The parent role in transition
Connecting to community support for transition
Youth self-advocacy & leadership

A Statewide Institute to Improve Transition for Youth with Disabilities

- Explore strategies to prepare youth for successful transition to education, careers, and quality life
- Develop tools and resources to improve transition at the local level
- Parents- learn to navigate the education system & the transition roadmap when school ends
- Learn from state and national experts
- Engage your students in career planning that leads to personal plans for their future

Sponsored by CA Community of Practice and CA Transition Alliance AND
San Diego State University, California Department of Education, WorkAbility I
CA Department of Rehabilitation, and the California Employment Consortium for Youth (CECY)

Remember:
IDEA Clearly States That…

*Its primary purpose is to "ensure that all children with disabilities have available to them a free, appropriate public education that emphasizes special education and related services designed to meet their unique needs and **prepare them for employment and independent living**"*

(34 CFR § 300.1(a)).

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Welcome Our Keynote Speaker

Olivia Raynor, PhD (President-Elect) AUCD
Tarjan Center, University of California Los Angeles
✉ oraynor@mednet.ucla.edu   UCEDD Director

Olivia Raynor, Ph.D. is Adjunct Professor, Department of Psychiatry and Biobehavioral Sciences and Director of the Tarjan Center, a University Center for Excellence in Developmental Disabilities at the Semel Institute, University of California Los Angeles. For nearly 30 years Dr. Raynor has been engaged in projects addressing the inclusion of individuals with disabilities in employment, volunteerism and service, post secondary education, and the arts. Since 1994, she has also served as the founding Director of the National Arts and Disability Center, an internationally recognized information and training center dedicated to promoting the inclusion of artists and audiences with disabilities into the arts. Since 2001 she has administered the Statewide Forums on Careers in the Arts for People with Disabilities Initiative, providing technical assistance and support to 26 state arts agencies conducting forums. She is also responsible for the overall leadership of the Consortium on Postsecondary Education Options for Students with Developmental Disabilities, a statewide group dedicated to improving access to college by students with developmental disabilities. Dr. Raynor holds degrees from Boston University and the University of Southern California in Occupational Therapy and a doctorate from the University of California Los Angeles in Educational Psychology. In 2006, Dr. Raynor was a recipient of a Visionary Award by Kern County Regional Center, California.